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ABSTRACT

The state of Georgia has been moving toward competency/performance-based education since the late 1960's. All of the groups concerned with education and the preparation of teachers (higher education institutions, the Georgia Teacher Education Council, professional organizations, and the Georgia Department of Education) have been involved. In October 1972 the state superintendent of schools and the chancellor of the university system appointed a steering committee on competency-based teacher education and certification. (This paper presents the recommendations made by a statewide task force established by the steering committee, along with the suggested procedures and timetable for implementing competency-based teacher preparation and performance-based certification in Georgia by 1978. It also lists the developmental activities funded by the Georgia Department of Education in fiscal years 1974 and 1975.) (DDO)

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PERFORMANCE MISSION:

Certify Education Personnel On The Basis Of

Demonstrated Competency

DEVELOPING COMPETENCY-BASED PREPARATION AND PERFORMANCE-BASED CERTIFICATION IN GEORGIA

"The most important influence the school can contribute to the learning of any student is the attitudes, skills, knowledge, and understanding of the teacher."

Florida Legislation

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SP009 002

DEVELOPING COMPETENCY-BASED PREPARATION AND

PERFORMANCE-BASED CERTIFICATION IN GEORGIA

Definitions

IDENTIFICATION OF GENERIC COMPETENCIES

Generic competencies are the knowledges, skills and attitudes of educational personnel believed to be essential in facilitating the intellectual, social, emotional, and physical growth of learners. Their identification should be role-derived, related to the ideal expectation. Research, instructional and learning theory, expert judgment, practitioner wisdom, student goals and objectives, and desired educational practices are possible sources for the identification of generic competencies.

VERIFICATION AND VALIDATION

However identified, generic competencies will not have credibility unless there is agreement or consensus within the profession that the competencies are basic and essential. This requires a verification process.

Beyond verification is the need to validate the competencies. This means establishing that the competencies make a difference with respect to some desired outcome. Certain teacher competencies have been validated against student outcomes (cognitive and/or affective). These include enthusiasm, clarity, variability, task orientation, use of student ideas, the opportunity to learn criterion-referenced material, and positive reinforcement. Extensive research is still needed in the area of validation so as to eliminate the "believed to be essential" aspect of the generic competency definition.

Background

Competency/performance-based education has been a continuing aspiration in Georgia since the late sixties. Higher education institutions, the Georgia Teacher Education Council, professional organizations, and the Georgia Department of Education have had concurrent and interfacing developments in competency/performance-based education, some of national prominence.

The competency/performance-based direction of the Georgia Department of Education first emerged in the long and short range needs assessments conducted in Georgia, mandated in the transfer of Title III of the Elementary and Secondary Education Act from the USOE to the State in 1968.

The Short Range Assessment of Educational Needs in Georgia concluded the following to be needs:

"Improved pre-service education; In-service education for professional and para-professional personnel; Improvement of teacher *competencies*."

The need for a competency/performance-based thrust was similarly expressed through The Georgia Assessment Project (long range assessment) as an enterprise goal in its Advisory Commission on Education Goals' report, Goals for Education in Georgia, adopted by the State Board of Education in 1970:

> So that all children, youth, and adults in Georgia are assured *competent* professional teachers and other personnel, the State Board of Education and local school system boards should...provide for the employment of *competent* professional personnel who are trained and educated in the areas to which they are assigned; possess knowledge and understanding of human growth, development and behavior; are required to *demonstrate* continuous professional and personal

> growth and development; and are able to recognize the role of professionals and non-professionals and effectively use their services to improve the learning process;...provide a continuous review of certification and adjustment of the certification process to license teachers and other professional personnel on the basis of *demonstrated competency* and ability.

In 1972 the State Superintendent of Schools announced 23 missions for the Georgia Department of Education. One of the missions was the following: "Certify educational personnel on the basis of *demonstrated competency*."

The report of the Minimum Foundation Program of Education Study Committee, Adequate Program for Education in Georgia, December 1973, recommended:

"A *competency-based* tenure system should be established for teachers. All teachers should serve a 180 day internship with pay, under qualified supervision, before receiving certification."

The subsequent APEG legislation (Senate Bill 672), passed by the 1974 Georgia General Assembly, added the concept of *competency* to the section on certification and classification.

Planning

In October, 1972 the State Superintendent of Schools and the Chancellor of the University System appointed a steering committee on competency-based teacher education and certification. The steering committee established a statewide task force which produced by June, 1973 A Plan for Moving to Competency-Based Preparation and Certification in Georgia by 1978. The steering committee has continued to meet and in conjunction with a subunit established in the Division of Program and Staff Development has generated three reports (November, 1973; February, 1974; and June, 1974).

The plan and subsequent reports are the basis for the presently projected recommendations, procedures and developmental activities.

Recommendations

1. It is recommended that preparation institutions in Georgia develop competency-based programs, and that demonstrated performance become the basis for certifying educational personnel.

Both state and private institutions who prepare educational personnel in Georgia must be committed to basing their programs of preparation on specified competencies. Competency-based preparation programs are designed to facilitate student achievement of explicit performance expectations. Each institution would be free to design and implement its own process of preparing students to meet these competencies. The process could take the form of a modularized subject matter curriculum, but need not be limited to that approach.

The State Board of Education must be committed to adopting a policy of establishing demonstrated performance as the basis for certifying educational personnel. This policy would shift the basis for certification from paper and pencil credentials (courses, grades) to on-the-job performance.

A process of competency-based preparation and performance-based certification, with continuous validation of competencies against student learning, would facilitate improvement of educational personnel by establishing explicit, public expectations of performance, providing a framework for professional development in terms of job-related competencies, and encouraging implementation of validated educational practices.

2. It is recommended that a professional council be appointed to recommend to the State Board of Education criteria and procedures for moving toward competency-based preparation and a performance-based certification program.

3. It is recommended that the State Board of Education secure and budget adequate funds for the developmental cost of competency specifications, assessment procedures, criterion-referenced test construction, technical assistance and materials, and the operational cost pertaining to the certification process and the continued updating of competency statements and criterion-referenced tests.

4. It is recommended that the State Board of Education continue to approve teacher education programs pending the development by colleges and universities of an acceptable alternative self-regulating procedure.

5. It is recommended that certification of graduates of in-state institutions be limited to graduates of approved programs.

Procedures

1. Determine the structure of a professional council, by July 1, 1975, to advise the State Board of Education on competency-based preparation/performance-based certification.

2. Apply external criteria for initial certification by 1976.

A weighted index of criteria external to preparation institutions should be applied as a basis for determining minimum competencies for initial certification. A weighted index could include criterion-referenced tests as an indicator for competency in teaching field, grades as indicators of competency in general education, and assessment of student teaching performance as an initial indicator of competency in pedagogy. With respect to teaching field and professional education sequence, a standard of a grade of C in all courses presented would be pre-requisite to application of a weighted index.

3. Design, develop and implement a performance-based alternative to sixth-year certification by 1976.

Developing a performance-based alternative to the National Teacher Examination for sixth-year certification would provide an individual a choice of means by which he is evaluated for a higher level of certification and is a manageable step forward in a movement toward field-centered performance-based education. Evaluation should be made by agents external to the local school system.

4. Develop performance-based student teaching by 1977.

Student teaching, the focus in traditional teacher education that emphasizes a dimension of practical application, is a logical place for institutions to begin developing a performance-based program. As certification moves to utilizing an index of criteria as the basis for issuing the initial certificate, institutions could provide valuable job-related data through evaluating performance in student teaching as one component of that index.

5. Implement non-renewable and renewable certification by 1978.

The heart of the performance/competency-based education effort will be the projected 1978 implementation of competency-based, non-renewable and performance-based, renewable certification. The former will include the external criteria which will serve as an outside audit of teacher education institutions while the latter will be based on demonstrated on-the-job performance criteria.

The initial certification will be non-renewable, establishing only the beginning teacher's candidacy for renewable (professional) certification, i.e., a "license-to-intern." A reasonable period of time (1-3 years) would be allotted to the intern to *demonstrate* on-the-job performance minimally acceptable for renewable certification. This period should involve not only assessment, but close, supportive supervision designed to help the beginning teacher develop the competencies needed for renewable certification. At the end of this period, a final determination, based on demonstrated performance, would be made for professional certification.

Developmental Activities

During FY 74 the Georgia Department of Education funded six projects concerned with the identification, verification, and validation of competencies

as well as the development of assessment procedures for various educational personnel.

Agency	Target Group
Carroll County Schools/West Georgia College	Teachers
Thomas County Schools/University of Georgia	Principals
Pioneer CESA	Counselors
University of Georgia/Savannah State	T & I Teachers
University of Georgia	Other Vocational Education Teachers
Eight Colleges and Universities	Student Teacher Supervisors

In addition to continuing these activities in FY 75, two additional projects have been funded.

Agency	Target Group
Seven Colleges and Universities	Student Teachers
DeKalb County Schools	Supportive Supervision for Beginning Teachers